



SY2425

**STUDENT
& FAMILY**

HANDBOOK



Approved on July 24, 2023 by Board of Trustees

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LEEP Dual Language Academy Charter School, A Public Charter School Authorized by the New York State Board of Regents

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I. INTRODUCTION

Un Mensaje de la Directora/ A message from the Principal

Estimada familia:

¡Bienvenido a LEEP Dual Language Academy! Estamos honrados por su confianza en dejarnos proveer una educación para su hijo/a. Es una responsabilidad profunda y haremos todo lo necesario para trabajar fuertemente en esa labor todos los días—y de esa forma, honraremos la confianza que Ud. ha depositado en nuestras manos.

Es nuestro máximo deseo que su hijo(a) tenga éxito y prospere en LEEP Academy. Para lograr estos objetivos, necesitamos que Ud. también se una a nosotros como socio y colaborador en el viaje educativo de su hijo/a. Este manual explica cómo funciona nuestra escuela y cuáles son las expectativas para cada familia y sus hijos. Por favor léala y utilícela como referencia durante todo el año.

En LEEP Academy, nuestra cultura escolar se basa en nuestra pedagogía del cariño: una experiencia académica auténtica con un sentido profundo y permanente de amor y cuidado por todos nuestros estudiantes. Esa misma virtud se extiende a todas las familias de nuestros estudiantes.

En nombre de nuestro equipo fundador, le agradecemos a Ud. por aceptar esta invitación de formar parte de nuestra familia fundadora y le damos la bienvenida con un fuerte abrazo. ¡Le ofrezco mis mejores deseos para que tengamos juntos un año escolar alegre y fructífero!



Dear LEEP Families:

Welcome to LEEP Dual Language Academy! We are honored that you have entrusted us with your child’s education. It is a profound responsibility—and we are going to work hard every day to honor the trust you have placed in us.

We want your student to thrive at LEEP Academy—and we need you to be a partner in your child’s educational journey. This handbook explains how our school works and what the expectations are for families and their students. Please read through the handbook and use it as a reference throughout the year.

At LEEP, our school culture is grounded in “cariño” (love): a deep and abiding sense of love and caring for all students. That same principle extends to our students’ families. On behalf of the whole LEEP team, con cariño, we thank you for being a founding family and we welcome you to the LEEP Dual Language Academy community!

Here’s to a productive school year full of joyful learning!

Johana Andujar
Johana Andujar
Principal

MISSION STATEMENT

At LEEP Dual Language Academy Charter School, students develop academic fluency in the English and Spanish languages; meet New York standards in all academic subjects; and develop the cultural understanding and virtuous habits necessary to thrive as learners, workers, family members, and participants in civil society. We learn and practice five core virtues:

*Cariño/Love Respeto/Respect Valentía/Courage
Gratitud/Gratitude Alegría/Joy*

VISION

LEEP Dual Language Academy Charter School students are biliterate, bilingual and bicultural (B³) critical thinkers who achieve skills in English and Spanish with an emphasis on language and academic rigor. We promote a culturally responsive approach that develops the whole child.

ABOUT LEEP DUAL LANGUAGE ACADEMY CHARTER SCHOOL

LEEP Dual Language Academy Charter School is a public charter school authorized by the New York State Board of Regents. That means we receive public funding and are subject to public regulations. LEEP Dual Language Academy Charter School is not operated by the New York City Department of Education. We are governed by a Board of Trustees comprised of leaders who live and/or conduct business within our community. LEEP Dual Language Academy Charter School opened its doors for the 2019-2020 school year with Kindergarten and First Grade and has grown to serve students in grade K-5.

Our school and its learning model was originally designed by a separate nonprofit organization, Latino Educational Equity Partnerships (LEEP). The LEEP name and school design are used with permission, but the school is not managed by Latino Educational Equity Partnerships.

LEADERSHIP TEAM

Johana Andujar
Principal

Luis Ventura
Business Administrator

Bernard Washington
Director of Operations

Margarita Cheng
Director of Family Experience

Josenny Batista
Dean of Instruction - Kindergarten & First Grade

Reba Feliciano
Dean of Instruction - Second & Third Grade

Ozzy Ramirez
Dean of Instruction - Fourth & Fifth Grade

Ajana Suriel
Dean of Students

Yaritza Mendez
Special Education Coordinator

Victoria Arciniega
Blue Campus Operations Manager

II. ACADEMICS

ACADEMIC VISION

LEEP uses methods from the latest research and the experience of the nation's top dual language schools and experts.

Students are immersed in the Spanish language for up to 90% of the school day in Kindergarten, balancing out to 50% Spanish and 50% English by Grade 4. The technical name for this approach is “two-way 90:10 immersion.” Research shows that using this approach can produce stronger learning – and greater language skills for life. This approach helps students of all backgrounds learn to excel in both languages, and unlocks a wide range of academic and career opportunities.

OVERVIEW

LEEP Dual Language Academy Charter School utilizes a content-rich curriculum, through which students learn to love language, build understanding, and engage in rigorous discourse aligned to NYS Next Generation Learning Standards before they read the text. Our carefully crafted lessons will help all students see their unique stories as an integral part of American history. In addition to English language arts, Spanish language arts, and Math, our well-rounded curriculum includes science, social studies, the arts, music, and more.

HOMEWORK

Homework should be clearly defined, meaningful, and purposeful. Homework is not unfinished classwork that a student is required to take home and complete. Homework is given in order to reinforce concepts that students are learning in class. Our teachers will encourage students under their supervision to start their homework in order to provide immediate feedback and support. Supporting students in class also helps alleviate the workload at home.

Throughout the year, you should expect to receive a homework packet for your child each week. In this homework packet, you will find enrichment lessons and activities for your child to complete in all the subject areas they are currently working on during the school day. Moreover, please be on the lookout for resources such as anchor charts, activities and ways in which you can support your child at home. This information, and more details on the units your child is working on, can also be found in the monthly newsletter sent home every month. Should you need additional guidance or require individualized support please contact your child’s teacher directly.

EXPECTATIONS FOR TEACHERS

All classroom teachers are expected to check homework (M-F) daily for completion and accuracy. Teachers collect the homework folders in the homework bin. If a student’s work is incorrect, the teacher circles the answer and provides any information necessary for the student to make corrections. Student’s feedback should be specific, measurable, attainable, relevant, and time-bound. If a student’s work is incomplete, the teacher writes a note next to the part that was not completed (e.g., “Name, this part is not completed. Please finish this tonight in addition to today’s HW.”) and check off the Incomplete box on the snapshot.

The form is titled "LEEP Dual Language Academy" and "HOMEWORK SNAPSHOT". It includes instructions for teachers to check off completion days and write "incomplete" or notes for unfinished work. The tracking table has columns for Monday through Friday and a Total column. Below the table is a section for "Parent/Teacher Additional Comments" with five lines, each starting with "Fecha, Date:".

Homework Completion					Total
Monday	Tuesday	Wednesday	Thursday	Friday	____/5
					____/5

Parent/Teacher Additional Comments
Comentarios adicionales de Maestros/Padres

Fecha, Date:
Fecha, Date:
Fecha, Date:
Fecha, Date:
Fecha, Date:

* Sample communication page including in homework packets.

EXPECTATIONS FOR STUDENTS:

All LEEP students are expected to complete the assigned homework pages every night. If there is a section that is challenging for the student and he/she has made an attempt to complete the work, a parent/guardian of the student should annotate the work with, “This part is not clear or my student struggled with this portion. Please clarify directions or provide more information. Thank you.” Scholars turn in their homework folders upon arrival to the classroom.

HOMEWORK GUIDELINES

Assignment	K-5 Average Time
Math/Matemáticas (K-5)	15 mins
SLA (K-5)	
ELA (1-5)	
Phonics/Fonética (K-5)	
Writing/Escritura (K-5)	

In addition to the packet, all students must complete 20 mins of reading each day.

ASSESSMENTS/GRADING SYSTEM

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. At LEEP, assessments integrate grading, learning, and motivation for scholars. Well-designed assessment methods provide valuable information about scholar learning and include scholars in the process. They shed light on what scholars learned, how well they learned it, and where they struggled. For educators, assessments provide valuable information that challenges us to reflect on our practice, revise and refine lesson delivery and the various pathways we provide to scholars to access teaching and learning.

TYPES OF ASSESSMENTS

STEP- Is a diagnostic and formative assessment in English and Spanish. Teachers use the STEP™ Assessment Kit to assess scholars at multiple points across the year to determine current achievement and instructional needs as they progress across 19 distinct developmental levels in reading proficiency equivalent to Kindergarten through 5th grades. At LEEP we assess scholars three times a year, during Fall, Winter, and Spring. We use this data to group scholars for Guided Reading and Lectura Guiada, and create an action plan to provide targeted small group instruction.

Mock Assessments- Mock assessments are administered to state testing grades 3-5 to gather information on students' mastery of NY State Standards and guide instruction before NYS Tests. They typically fall between formative and summative assessments during the school year. Mock assessments allow educators to do something immensely important: compare data across groups and track trends in learning over time. The ability to compare the performance of scholars to that of other scholars gives educators an important data point

NWEA MAP- scholars are also administered MAP exams 3 times a year. MAP is used for measuring achievement and growth in K–5 math, reading. It provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far scholars are above or below grade level.

If a scholar misses a MAP exam or an IA, teachers must administer the test on the assigned make-up day.

Unit Assessments- Unit assessments evaluate a scholar's understanding and mastery of content covered in a specific instructional unit. These assessments happen during different times throughout the year depending on the subject. Unit assessments provide valuable information regarding a scholar's areas of strength and areas of growth which teachers can utilize to provide targeted learning experiences. Unit assessments are taken as followed in each grade:

- K-5 scholars take pre and post unit assessments in Math for each unit.
- K-5 scholars take unit assessments in SLA.
- K&2 take unit assessments in FUNdations
- 1st-5th grade scholars take unit assessments in ELA.

ASSESSMENTS AND FAMILY INVOLVEMENT

As partners in the education of our students, we need families to support us in preparing our students for testing and help them build their confidence. Please support this effort by:

- Checking the school calendar to see when any of the [assessments](#) listed above will be taking place.
- Making sure the student(s) go to bed early to get a good night's sleep. Pediatricians recommend at least 9 hours of sleep for children ages 5-12.
- Being on time. Our doors open at 7:20am. Please make sure to be here by 7:30am so that students can get breakfast and have the energy they will need for the test. If you prefer to have breakfast at home, just make sure to be at school before 7:40am.
- Encouraging them to do their best! Before every test, talk to your student about trying their best. Focus on your child's strengths and if you like, review previous weeks' Math homework packets.
- If your student misses a test due to any unforeseen reasons, please make sure to communicate with the teacher and our main office to secure a make-up day.

LEEP Dual Language Academy Charter School families will receive frequent updates regarding their child's academic and social-emotional performance in the following forms:

- Results of standardized tests, including interim assessments, reading level assessments, and New York State assessments. Trimester report cards to communicate academic and character grades.
- Frequent updates, via phone calls, in-person meetings or check-ins, emails and/or ParentSquare messages, on the results of unit tests, quizzes, graded writing pieces, graded projects, etc.
- Report cards at the end of each trimester, and parent-teacher conferences at the end of the first and second trimester.

REPORT CARDS PROCEDURE

Report cards serve as a critical tool in the educational process, providing a formal record of a student's academic progress, behavior, and overall development. They are provided to families three (3) times a year. The first two report cards are provided to parents during Parent-Teacher Conferences in the Winter and Spring. Parents must be present in those conferences in order to receive their child's report card. The last report card is provided to parents at the end of the school year without the need of a conference unless otherwise stated to them due to other circumstances such as retention.

The communication of academic progress through report cards provides a structured evaluation of a student's performance across different subjects. It helps parents and students gauge how well the student is meeting the school's academic standards. Report cards not only detail grades but also include teacher comments that highlight the student's strengths and areas needing improvement. For each subject, they typically feature one positive aspect ("glow") and one area requiring attention ("grow").

GRADING SYSTEM

Our grading system has four levels, each indicating the different levels of the overall academic performance and understanding of each subject by the students:

Level 1: Below-The student demonstrates a limited understanding of the subject matter.

Level 2: Approaching Expectations- The student shows partial understanding and is starting to apply key concepts and skills with some consistency.

Level 3: Meeting Expectations- The student demonstrates consistent understanding and can apply key concepts and skills independently.

Level 4: Exceeding Expectations-The student demonstrates a thorough and comprehensive understanding and can apply key concepts and skills in complex and varied situations.

PROMOTION & RETENTION

At LEEP Dual Language Academy Charter School, we may retain a student in his/her current grade if academic performance is significantly below grade level. If the student continues to perform below grade level in these subjects by the end of the school year, the student will be mandated to attend summer school.

In order for a student to be promoted to the next grade level, he/she must have adequate mastery of all of the subjects covered in his/her current grade. These standards include mastery of concepts and skills in English Language Arts, Writing, Spanish Language Arts, Math, and Science. We will look at qualitative and quantitative data and consider all factors including long term impact of performance levels by end of year.

Students must demonstrate reading within the proficiency range for his/her grade according to the NWEA MAP and STEP assessments. In addition, students who exceed twenty or more absences may be deemed promotion in doubt.

LEEP Dual Language Academy Charter School will **NOT** retain or otherwise hold back a child who is not proficient on the NYS Exams.

Families will be notified by the end of the second trimester if a student's promotion is in doubt. At this time, the student's teacher will share with the family the goals and strategies they have developed in order to support the student before a final promotion decision is made. In June, families will be required to attend a retention meeting to discuss the possibility of retention to discuss the end of year promotion decision made by the school Principal and will also be notified of the decision in writing.

SPECIAL EDUCATION AND RELATED SERVICES

INTRODUCTION TO THE SPED PROGRAM

At LEEP we are committed to developing school-wide inclusive practices to guarantee that every student in the special education program has full access to the curriculum by providing high-quality bilingual instruction and promoting differentiation. We believe in fostering collaboration among parents, teachers, and the school community to ensure the success and well-being of every student. Together, we aim to cultivate an inclusive and supportive learning environment for our students.

WHAT IS SPECIAL EDUCATION?

Special Education is the practice of educating scholars in a way that accommodates their individual differences, disabilities, and special needs. This involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. At LEEP we believe that Special Education is the instruction that is specially designed to meet the unique needs of a scholar with an Individualized Education Program.

GOALS OF THE SPED PROGRAM

At LEEP we are committed to upholding our LEEP Core Virtues: Cariño/Love, Alegría/Joy, Respeto/Respect, Gracitud/Gratitude, Valentía/Courage as part of our professional responsibility and the work we do to support the variability of our learners. We are committed to ensuring all of our scholars experience a safe, inclusive, joyful, and rigorous academic experience. LEEP teachers are committed to maximizing the learning that happens every day in our school both academically and emotionally. We aim to establish frequent communication with families in order to maintain a higher level of cooperation and support providing information that ensures they are making informed decisions about the scholar and their academic needs.

IDENTIFICATION AND EVALUATION PROCESS

At LEEP Dual Language Academy the special education process begins with a referral for an initial evaluation to the IEP team. When considering whether to refer a scholar for initial evaluation — or upon receipt of a parent’s initial referral — the team should ensure that sufficient consideration has been given to alternatives to special education, including academic differentiation in the classroom and response to intervention (RTI). To formalize and begin this process an initial referral can only be made by way of a written request with this request being limited to certain individuals, including the scholar’s parent or the representative of the Committee on Special Education (CSE). A parent may make an initial referral by submitting a written request for evaluation to the scholar’s school or CSE.

INITIAL REFERRAL: COLLABORATION WITH FAMILIES

If the parent accepts to meet to discuss the request for referral, the meeting must be scheduled for a mutually agreeable time by the Special Education Coordinator. In the event that a parent declines to provide consent or does not respond to the school’s outreach 25 days after the Notice of Social History Meeting was sent, the CSE will close the case. If a parent submits a written withdrawal of consent for an initial evaluation during the evaluation process, no further assessments may be conducted. If parental consent is withdrawn during an initial evaluation, the school must terminate the referral process. Families who wish to withdraw should reach out to the SPED Coordinator for support.

INITIAL REFERRAL PROCESS PROTOCOL AT LEEP

- Prior to the submission of an initial referral, the teacher is responsible for proactively collecting data for six weeks to submit this request.
- Teachers will submit the following documents via email to the Special Education Coordinator:
 - Math scholar’s work samples; Acceptable items (please scan and send as a PDF)
 - Pre and Post Unit Assessments
 - Weekly Exit Tickets

- Number Stories scholar packet
- ELA/SLA scholar's work samples; Acceptable items (please scan and send as a PDF)
- Pre and Post Unit Assessments
- Weekly Exit Tickets
- Writing Samples

MAP scholar's progress reports (Reading and Math)

STEP scholar's progress reports (English and Spanish)

All scholar work samples and progress reports will be treated with confidentiality, securely stored, and accessed only by authorized personnel.

- Teachers should progress monitor scholars in all tiers.
- In the case that a teacher would like to refer a student for an initial evaluation, the Special Education Coordinator will provide the teacher with an [Initial Referral Form](#). Teachers are responsible for completing section C: School-Related Performance of the referral. Intervention teachers are responsible for completing section D: Interventions/Response to interventions of the referral. Teachers will submit all documentation via email to the Special Education Coordinator.
- The Special Education Coordinator will conduct observations prior to an initial evaluation request.
- The Special Education Coordinator will seek information from the scholar's parent/guardian about the scholar's functioning and development.
- After submission of documentation and when all data has been gathered, a Pre-IEP meeting will be scheduled to further discuss the initial referral request.
- The Special Education Coordinator will consult with the scholar's teacher(s) who submitted the request for initial referral to confirm that appropriate alternatives have been considered. These discussions should include a review of the general education supports and services, instructional methodologies and curriculum, response to intervention support, and classroom accommodations that have been used.
- Should the collective work deem the need for evaluation, the Special Education Coordinator should submit a written request to the CSE recommending the scholar for an initial evaluation.

EVALUATION AND ASSESSMENT

Special Education Evaluation is the process of gathering information about a scholar for consideration of eligibility and development of the IEP. Evaluation is an individualized, multidisciplinary process that uses a variety of assessment tools and strategies, including efforts to determine whether there are modifications or services that may enable the scholar to participate and make appropriately ambitious progress in the general education curriculum and environment. The process includes seeking information from the parent about the scholar's functioning and development, and involves consideration of both the scholar's characteristics in the educational environment and, to the extent bearing on their school performance, cultural, linguistic, social, emotional, economic, environmental, and health factors outside the school setting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

UNDERSTANDING THE IEP

IEP development should be a consensus-driven process that considers and values the input of our LEEP student's, our parents, our teachers, and the CSE staff. All IEPs must offer the student a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) and be implemented as written. An IEP memorializes the IEP team's determinations (made at the IEP meeting) regarding the student's eligibility for special education, present levels of performance

and individual needs, annual goals, and recommended special education programs and/or related services. The recommendations must be calculated to provide meaningful educational benefit to the student in light of his/her individual needs. To the maximum extent appropriate for the student, the IEP must be tailored to promote appropriately ambitious progress toward common core standards, proficient performance on State and Local assessments, and a Regents diploma.

An appropriate IEP reflects the IEP team's conversation about the results of the student's individual evaluations and describes the student's needs arising from his/her disability that are to be addressed through the provision of special education programs and/or related services, as well as other factors affecting the student's ability to access the school environment and learn. The IEP document may include related services and supports that are necessary for the student's educational progress. These services can include speech therapy, occupational therapy, counseling, specialized instruction, or assistive technology. The IEP should also indicate the student's strengths, interests, and the preferences and concerns of the parents. All parts of the IEP should be discussed at the IEP team meeting(s) and the IEP should memorialize the IEP team members' views on the student's needs expressed in those conversations. Upon parent's request, the IEP document can be translated into their preferred language.

The purpose of an IEP is to ensure that scholars with disabilities receive an appropriate education tailored to their specific needs. It aims to provide them with equal access to educational opportunities, promote academic and personal growth, and foster a supportive learning environment. At LEEP, the IEP is implemented by the scholar's teachers, interventionists, SETSS and related service provided staff. The SPED team will be supporting teachers to monitor the annual goals progress of the scholars.

ANNUAL REVIEW AND PROGRESS MONITORING

A student's IEP must be reviewed at least annually. An IEP meeting must be held within one year of the date of the prior IEP meeting. At LEEP we regularly review the Status of Annual Reviews report to ensure that annual review IEP meetings are scheduled and held in a timely fashion.

SPED SERVICES AND SUPPORT

TYPES OF SPECIAL EDUCATION SERVICES

LEEP is committed to improving academic skill levels of scholars with differing abilities by working alongside the New York City Department of Education Committee on Special Education. To accomplish this we will ensure each scholar's IEP is implemented and all services accounted for with fidelity. LEEP provides our scholars with General Education, Integrated Co-Teaching (ICT) classrooms and Special Education Teacher Support Services (SETSS). ICT classrooms are made up of IEP mandated scholars and mid- to high-level performing general education scholars. An ICT classroom should consist of 60% General Education students and 40% students with IEPs. We provide SETSS which are special education services that may be recommended on a scholars' IEP. SETSS teachers provide legally mandated services for scholars with disabilities that are necessary to support their progress in schools.

At LEEP, SETSS is delivered in two ways:

- Direct service in a General Education Classroom – SETSS provider meets with scholars in their regular classroom(s) to address IEP goals and provide instructional support promoting the scholar's access to the general education curriculum.
- Direct service in a Separate Location – SETSS provider meets with scholars in a designated place outside of the regular classroom to address IEP goals, deliver specialized supplementary instruction and support.

RELATED SERVICES

LEEP Dual Language Academy Charter School offers a variety of related services and supports, including Special Education Teacher Support Services, Counseling and Social Work Services, Speech and Language Therapy, Occupational Therapy, and Physical Therapy according to individual needs.

**Please note that some of these services may be provided outside of LEEP due to limitations in resources. The Special Education Coordinator will provide further guidance if necessary.*

A recommendation for Special Education Teacher Support Services service may be made if there are concerns about the child's academic progress and if their child requires additional support to succeed in school. Other signs that may indicate the need for SETSS include:

- Difficulty with reading, writing, or math skills compared to their peers.
- Difficulty with organization, time management, and study skills.
- Challenges with attention, focus, and executive functioning.
- Struggles with social and emotional regulation, such as difficulty with behavior, emotional control, and social interactions.

A recommendation for Counseling Services may be made if there are concerns about their child's emotional well-being or if they are experiencing difficulties in any areas of their life, such as school, relationships, or family issues. Other signs that may indicate the need for counseling include:

- Changes in behavior, such as increased aggression, withdrawal, or avoidance of certain activities or situations.
- Difficulty with self-esteem or self-confidence, such as expressing negative views of themselves or difficulty asserting themselves in social situations.
- Trauma, such as experiencing or witnessing a traumatic event or having difficulty processing a significant loss or change.
- Anxiety, such as excessive worry, phobias or difficulty sleeping.
- Depression, such as persistent feelings of sadness, hopelessness, or a lack of interest in previously enjoyed activities.
- Behavioral or academic issues at school, such as frequent absences, difficulty concentrating, or difficulty with academic work.

It's important to note that each child is unique and may have different needs and challenges. Therefore, a parent should consult with their child's pediatrician or a qualified mental health professional to determine if counseling is necessary. Counseling can provide children with coping strategies and support to navigate difficult situations, build resilience, and develop

positive relationships with others.

A recommendation for Speech and Language Therapy Services may be made if there are concerns about the child's communication skills. Other signs that may indicate the need for a speech evaluation include:

- Difficulty with speech sounds, such as difficulty pronouncing certain sounds or speaking in a way that is difficult to understand.
- Limited vocabulary or difficulty with word-finding, such as struggling to name common objects or difficulty expressing thoughts and ideas.
- Difficulty with grammar, such as using incorrect verb tense, sentence structure or struggling with language rules.
- Difficulty with social communication, such as difficulty taking turns in conversation or understanding non-verbal communication.
- Stuttering or other fluency issues, such as repeating sounds, words, or phrases, or prolonging sounds.
- Hearing loss or frequent ear infections, which can affect speech and language development.

A recommendation for Occupational Therapy Services service may be made if there are concerns about the child's ability to perform everyday tasks, such as dressing, grooming, eating, or playing. Other signs that may indicate the need for an OT evaluation include:

- Difficulty with fine motor skills, such as holding a pencil, cutting with scissors, or manipulating small objects
- Sensory processing issues, such as being overly sensitive to touch, sound, or movement, or seeking out sensory input excessively
- Poor handwriting or difficulty with drawing or coloring
- Difficulty with coordination or balance, such as frequent falls or difficulty with sports activities
- Delayed developmental milestones, such as crawling or walking later than expected
- Behavioral or emotional issues that may be related to sensory processing or other sensory issues.

A recommendation for Physical Therapy Services may be made if there are concerns about the child's academic progress and/or developmental gross-motor or physical abilities. Other signs that may indicate the need for a PT evaluation include:

- Delayed gross motor milestones, such as crawling, walking, running or jumping later than expected.
- Poor balance or coordination, such as difficulty with sports activities or frequent falls.
- Difficulty with posture or alignment, such as standing or sitting in an abnormal position.
- Muscle weakness or limited range of motion, such as difficulty lifting or reaching for objects.
- Chronic pain or discomfort, such as complaints of back or joint pain.
- Developmental conditions or disabilities, such as cerebral palsy, Down syndrome or muscular dystrophy, which require ongoing PT interventions.

Should a parent or guardian have questions or concerns related to any of the aforementioned, they should consult with their pediatrician or speak to the Special Education Coordinator.

**Related Service Agreements (RSA) may be provided for students by the CSE who need to secure providers for a specific support service that cannot be provided at LEEP Dual Language Academy Charter School during the school day.*

ACCOMMODATIONS

504 Accommodations

Section 504 of The Rehabilitation Act requires public schools to offer accommodations for eligible students with disabilities. These accommodations help students with special health needs to participate in educational programs and activities on an equal basis with their peers who do not have disabilities.

To request 504 accommodations at LEEP Dual Language Academy, parents should follow these steps:

Contact the School: Reach out to the school's Special Education coordinator to discuss concerns and request a 504 plan evaluation.

Submit Documentation: Provide any relevant medical or psychological documentation that supports the need for accommodations due to a disability.

Participate in the Evaluation: The school will conduct an evaluation to determine if the child qualifies for accommodations under Section 504 of the Rehabilitation Act.

Attend the 504 Meeting: Join the meeting where the team will review the evaluation results and discuss possible accommodations.

Review and Sign the Plan: If the child qualifies, the school will create a 504 plan outlining specific accommodations. Review the plan carefully and sign it to approve implementation.

COLLABORATION AND COMMUNICATION

PARENT-TEACHER COLLABORATION

At LEEP Dual Language Academy Charter School we believe in the importance of constant collaboration between families and the school teachers. Our school provides ongoing support to families before, during, and after an evaluation process for Special Education Services. During an initial referral at LEEP Dual Language Academy Charter School, we provide families with the necessary guidance to proceed with this referral. Each family will be contacted by the Special Education Coordinator for the purpose of acquiring information necessary to complete this referral. After the initial process begins, teachers collaborate with families by providing constant information regarding the student's academic progress. The teachers at LEEP Dual Language Academy Charter School are responsible for monitoring the student's academic and behavioral progress. Our teachers conduct daily observations for the purpose of collecting data on the progress of each referred student. Once the data is collected, the teacher proceeds to create a

report on the student's academic levels. The teacher includes reading, writing, math and different summative assessments in this report.

Prior to the IEP meeting, the school will share valuable information regarding the upcoming IEP meeting with families. All families will receive a Notice of IEP with the date, time and location of the IEP meeting. The IEP team members are invited to attend an IEP meeting depending on the meeting type (e.g., initial, annual/requested review, reevaluation), the change(s) proposed to the IEP, and recommendations being considered. The teacher report including supporting data will be shared with the family members during the IEP meeting.

After the IEP meeting, teachers implement the mandatory services stipulated in the student's IEP. At LEEP Dual Language Academy Charter School, mandated family conferences take place two times a year and are a critical component of the home-school partnership that is essential for our students' academic, social, and emotional growth. During parent teacher conferences, teachers are expected to share a Special Education Progress Report. This report represents the progress made by each student towards their annual goals stated in their IEP.

PARENT-SCHOOL COMMUNICATION CHANNELS

LEEP Dual Language Academy Charter School provides constant support to all families during different Special Education processes. LEEP Dual Language Academy Charter School is committed to maintaining constant and clear communication with families before, during, and after the evaluation process. Families at LEEP Dual Language Academy Charter School will receive support during the initial evaluation process by meeting with the Special Education Coordinator to discuss academic, physical, behavioral, or social-emotional concerns. In addition, we are committed to sending regular communication via the student, including any documentation we may need to procure to ensure compliance with or continuation of services provided to students. Some of these documents include:

- Consent forms. The Consent for Initial Provision of Services form, included in the Prior Notice Package for Placement, is used for the purposes of mutually agreeing to the services that the student will be offered in the school. Without these consent forms, we are unable to render services to the student.
- Families at LEEP Dual Language Academy Charter School will also receive the following documentation: assessments results, physical forms, IEP meeting notice letters, and a copy of the final officiated IEP document.
- Families will also receive Related Services Authorization (RSA) forms. Receiving this form means that the New York City Department of Education does not currently have staff available to provide a certain service on-site (the school). The RSA allows families to obtain the unavailable service from an independent provider of their choice, at no cost; the special education coordinator will communicate directly to support families in making arrangements and contacting outside providers.
- (If applicable) The Committee for Special Education (CSE) may recommend an alternative setting better suited to support the individual need of your student. While this is a recommendation, a follow-up meeting with the SpEd Coordinator will be scheduled to support the decision making process. We want to ensure that we are partnering up to make an informed decision that will ultimately be the best decision for your child.
- At the conclusion of any IEP meeting at which a recommendation is made that will require a new school site, the parent must be given the contact information for the

relevant placement office to obtain additional information about the program, local schools where it may be available, the composition of available classes (range of students' ages and functional levels), facilitate site visits, and discuss any concerns.

PARENT INVOLVEMENT IN THE IEP PROCESS

It is very important that parents are aware of the special education services their children are receiving at the school. Parents have the right to request a referral for an initial evaluation or a reevaluation for their child at any time during the school year. If families have concerns or questions about an upcoming IEP meeting, families can contact the school's special education team. If families have questions about recommended services during a meeting, families can advocate for clarity. Communication between families, teachers, and LEEP Dual Language Academy Charter School staff is critically important in achieving effective special education services for every student.

ADVOCACY AND SUPPORT RESOURCES

ADVOCATING FOR YOUR CHILD'S NEEDS

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. According to the Individuals with Disabilities Education Act (IDEA) law, all states and local educational agencies are required to assist in the education of students with disabilities ages 3-21. As a parent of a student with a disability you have the right to:

- Confidentiality and the right to inspect and review the educational records of your child.
- The right to participate in meetings related to the identification, evaluation, and placement of your child, and the provision of FAPE (a Free Appropriate Public Education) to your child.
- The right to receive "prior written notice" on matters relating to the identification, evaluation, or placement of your child, and the provision of FAPE to your child.
- The right of parents to give or deny their consent before the school may take certain action with respect to your child.
- The right to disagree with decisions made by the school system on those issues.
- The right to use IDEA's mechanisms for resolving disputes, including the right to appeal determinations.

BEFORE A REFERRAL

According to the law, every family member has the right to advocate for the appropriate services for his/her child. If a parent at LEEP Dual Language Academy Charter School suspects that his/her child may have a disability, the parent can submit a written request to the Special Education Coordinator for the school to support with next steps.

BEFORE AN IEP MEETING:

- Gather information from people who know your child, such as teachers, providers or doctors.
- Be prepared to discuss your child's strengths and needs, and how they affect his or her academic, social, emotional, and physical development.
- Review the evaluation results. Take notes on results that you think are important and results that you have questions about.

- Provide the IEP team, and the CSE, with any independent assessments you want them to consider, and tell the IEP team about any issues you would like them to consider.
- Invite other people to the meeting who know your child and can help make decisions, such as a doctor, child care provider, relative, or advocate.
- If English is not your preferred language, make a request for an interpreter in writing at least 72 hours before the meeting.

DURING THE IEP MEETING

You are a legally mandated member of the IEP team. You know your child best and can speak about his or her strengths and needs. As a member of the IEP team, you should:

- Offer observations about how your child learns.
- Share information about your child's interests.
- Talk about how your child uses (or does not use) the skills he or she learns in school and at home.
- Listen to what the other team members think your child needs to work on in school and share your suggestions.
- Ask questions and speak up if you don't understand something.

AFTER THE IEP MEETING

LEEP Dual Language Academy Charter School works to ensure that students with disabilities have the same high-quality education as their peers. This includes providing access to inclusive opportunities in classrooms, assistive technology, accessibility, and appropriate interventions. Parents have the right to review their child's IEP document at the end of the meeting. After the IEP meeting, if the parent notices their child is having additional difficulty, we recommend reaching out to the Special Education Coordinator to determine if a reevaluation process is the next best step.

STUDENT ACADEMIC RIGHTS DURING SUSPENSION

If a student with a disability is removed from his or her school program for more than 10 consecutive school days, a Suspension Plan must be created. The Suspension Plan provides information regarding the student and describes the programs and services the student will receive during the removal. A Suspension Plan must be created whenever either:

1. The student is removed for 10 or more consecutive days as a result of a suspension, or
2. The student is removed pre-hearing and an adjournment results in the student being out of his or her regular school program for more than 10 consecutive school days.

A Suspension Plan is a collaborative effort between the student's school and the suspension site to determine the programs and services that will enable the student to make progress toward meeting his/her annual goals during the period of removal. The Suspension Plan must include an explanation of the student's level of need in math, listening, speaking, writing and reading English, and behavior; IEP goals, strategies, interventions, programs, supports, testing accommodations, promotion criteria (if applicable), and medical alerts; the special education program to be implemented at the suspension site (including related, supplementary, and transition services, if appropriate); and additional transportation support to the suspension site if needed. The Suspension Plan must note the student's classification and the date of the last IEP conference.

GLOSSARY

Individuals with Disabilities Education Act- Is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

Individualized Education Program (IEP)- This is a plan or program developed to ensure that a child with an identified disability who is attending an elementary or secondary educational institution receives specialized instruction and related services.

Related Service Agreements (RSA)- Letter that is provided by the CSE for students who need to secure providers for a specific support service the DOE is unable to provide to the school.

Differentiation- tailoring instruction to meet individual needs. Differentiation changes the “how” to achieve the same “what.” We can differentiate the process, product, environment, or content.

Accommodations- adaptations that provide access to the general curriculum but do not fundamentally alter the learning goal or grade level standard.

Modifications- fundamental change(s) in the curriculum—modifications do change what students are expected to master.

Functional Behavioral Assessment (FBA)- Is a process for determining why a student engages in certain behaviors, what function the behavior serves, and how the student’s behavior relates to the environment.

Behavioral Intervention Plan (BIP)- A BIP is based on the results of an FBA and, at a minimum, includes: a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior, antecedents (triggers), and responses to the behavior.

Committee on Special Education- Refers to one of the regional offices that manages the special education process for students who are not attending DOE K-12 school programs.

Free Appropriate Public Education- Students with disabilities have a legal right to a free, appropriate public education.

Least Restrictive Environment- It refers to the placement that a student is in. It means that a student needs to spend as much classroom time as possible with same-age peers who do not receive special education services.

FIELD TRIPS

Class trips are an important part of teaching and learning at LEEP Dual Language Academy Charter School. Field trips range from walks in the neighborhood to visits to the City’s cultural venues, such as museums and theaters. Classes will travel on foot, by school bus, city bus, subway, or chartered bus.

Families will be notified in advance about upcoming trips and provided specific information regarding lunch, transportation, admissions fees, etc. Please notify your child’s classroom teachers if assistance is needed to cover any trip costs or fees.

Teachers will also request parent chaperones to accompany the class and to assist in supervision. Family chaperones will be needed on many trips and play a vital role in maintaining the safety and educational value of the trip.

FIELD TRIP CHAPERONE GUIDELINES

- All school rules apply to school-sponsored field trips as laid out in the Student Family Handbook.
- Field Trip Chaperones are expected to follow school rules, follow the directions given by teachers and school staff, and serve as role models for our students.
- Chaperones and their children will ride in the same bus.
 - Eating and drinking are not permitted outside designated areas and predetermined times. There is no eating or drinking permitted on the school bus.
- Chaperones must give students only snacks provided by LEEP.
- For the protection of both the student and the Chaperone, Chaperones should not be alone with a student at any time, for example in a restroom.
 - Chaperones may only escort their own child to the bathroom. Teachers will escort other students to the bathroom.
- Chaperones are only permitted to take photos of their child. They are not permitted to take photos of other students. Teachers are the only authorized individuals allowed to take photos of students. These photos will be shared via ParentSquare for the students that have received a media release.
- Chaperones may not administer any medications, prescription or non-prescription, to students.
- Students must be supervised at all times while at a school-sponsored event. As a Chaperone, you will assist school staff with supervising students.
- Chaperones must stay with their assigned group at all times. If you need to separate for a moment, please notify your child's homeroom teacher.

If you have questions regarding these guidelines, please speak to a member of our school staff.

III. SCHOOL CULTURE

ATTENDANCE POLICY

Your child's success depends upon their daily attendance and on-time arrival at school. LEEP believes in planning minute by minute with intention. All students are required to attend school every day and arrive on time.

LEEP Dual Language Academy Charter School has a longer daily schedule than many schools. Our school doors open at 7:20am and classes start at 7:40am. Dismissal takes place at 3:20pm at Red Campus (building at 53rd Street and 5th Ave.) and 3:30 pm at Blue Campus (building at 54th St. and 5th Ave.), with early dismissal at 1:20 pm and 1:30pm every Friday, respectively, and other special days posted on our yearly school calendar. Arriving anytime after 7:40 am is considered tardy. In the event of late arrival, parents must sign the tardy log with a member of our staff. Parent refusal to sign the tardy log will result in an immediate phone call from the Dean of Students and request for the parent/guardian to come back to sign the student in before they can go to class.

If a child will be absent or tardy, families should contact the school’s main office by 8:30am via phone at 917-819-5337 or email Attendance@leepschools.org or Asistencia@leepschools.org. If our office does not receive a call or email, the parent/guardian will receive a call from our main office on the day of the absence.

Daily attendance is the responsibility of the families and students who attend LEEP Dual Language Academy Charter School. LEEP Dual Language Academy Charter School’s attendance policy aims to provide communication, early intervention, and family collaboration to address attendance issues.

We kindly ask families to make any appointments after dismissal, weekends, or a day when there will be no school (posted our yearly school calendar which is available on our website and front office) so students don’t miss any instructional time. However, we understand that there will be times when this will not be possible. In those cases, families must inform the front office ahead of time, when possible.

All families and students should strive for 100% attendance. If your child is late or absent for a medical or religious reason, please communicate with the school with maximum advanced warning. Please refer to the attendance policy chart below for detailed actions to be taken for each instance of accumulated absences.

Instance	Action and Purpose
Each absence	Communication between the family and the school. The parent/guardian must report any absence via a phone call to the school or email the main office at attendance@leepschools.org / attendance@leepschools.org by 8:30 am on the day of the absence. If a student is absent without explanation, the school will contact the parent/guardian via phone by 9:15am. *Based on the explanation/situation, the Dean of Students may still move forward and call the family.
Three consecutive undocumented absence	Call the local precinct to conduct a wellness check on the family. Send an attendance policy letter to the family. If the school is unable to make contact with the family or emergency contacts after three days of undocumented absences, a member of leadership and/or the school’s social worker will call the local precinct to request a wellness check be done on the family.
Five consecutive undocumented absence	If the school is unable to make contact with the family after five days of undocumented absences, the Principal/Director of Student Services in conjunction with the school’s Social Worker will report excessive absences and the possibility of a missing child to the Administration for Children Services (ACS).
Third absence	After three absences, the school will send a letter home detailing the student’s attendance record and the consequences of loss of instructional time. The Dean of Students will call parents to discuss attendance records.
Sixth absence	The Ops associate will schedule a meeting with the parent or guardian and Dean of Students to discuss excessive absences and the school’s mandated reporting policy.

Ninth absence	Parent or guardian conference or certified letter home (signature requirement) The Director of Student Services will schedule a family meeting to discuss excessive absences and the school’s mandated reporting policy. During this meeting, a member of the school leadership team will ask the parent or guardian to sign a statement acknowledging the purpose and date of the meeting, and confirming comprehension of the law regarding school attendance as well as the consequences of school absences for the student.
Fifteenth absence	The school reserves the right to retain any student who exceeds 15 absences. The school will also schedule a family meeting as above to discuss excessive absences and the school’s mandated reporting policy. In the event that the school is unable to make contact with the parent or guardian, the school will send a certified letter to the last known address.
Twentieth absence	The Principal/ED and Director of Student Services in conjunction with the school’s social worker will report excessive absences to the Administration for Children Services (ACS) and file a case of educational neglect.

EARLY PICK-UP PROCEDURE

When a student needs to be released before dismissal time, parents/guardians may inform their child’s teacher but must also inform the front office via phone (917-819-5337) or email (Attendance@leepschool.org/ Asistencia@leepschools.org) ahead of time, when possible. Please do not message the teacher(s) directly during the day as they might not be able to check their messages immediately.

If a student has bus service or afterschool, families must inform the main office before 10am to allow our operations team to finalize their bus and after-school rosters in time for distribution before dismissal time.

Please note that any guardian or authorized adult picking up the student before the regular dismissal time must show a photo ID and sign the early pick-up log before leaving with the student. Also note that if a scholar is picked up early on a consistent basis, the Dean of Students and/or Culture Associate will contact families to schedule a formal meeting.

UNIFORM POLICY

LEEP Dual Language Academy Charter School has a uniform policy to help build a united and positive school culture, creating a conducive environment for learning. Our uniform policy is designed not only to instill a sense of unity and pride among students, but also to minimize distractions, promote equality, emphasize the importance of academic and personal growth, and build their sense of professionalism.

OFFICIAL SCHOOL UNIFORM

All children should wear the official LEEP Dual Language Academy Charter School uniforms with our insignia. LEEP Dual Language Academy Charter School has partnered with the Flynn

O'Hara uniform company to provide comfortable, dignified, and long-lasting uniforms. The uniforms carry our school logo in vibrant red, navy blue, and gray colors.

For girls, the uniform consists of a blue shirt (short-sleeve or long-sleeve); pleated skirt with elastic waist, gray jumper, “skort,” or slacks (with elastic waist or belt loops), gray twill shorts (for warmer weather); and red sweater (pullover or cardigan). For boys, the uniform consists of a blue shirt (short-sleeve or long-sleeve); gray slacks (with elastic waist or belt loops), gray twill shorts (for warmer weather); and red sweater (pullover or cardigan). Scholars are expected to wear this uniform three (3) times during a typical school week. Sweaters or clothing of other colors are not permitted.

Uniformes Uniforms



Niñas / Girls:



Niños / Boys:



GYM UNIFORM

At LEEP, all students receive Physical Education/Health and Dance classes at least once a week. On Physical Education (PE) and Dance days, they should wear the “gym uniform,” which consists of a LEEP gray t-shirt, gray sweatshirt, gray sweatpants, or navy shorts. Sweaters or clothing of other colors are not permitted.



light steel

Gym T-Shirt



Oxford grey

Gym Sweatshirt



Oxford grey

Gym Sweatpant

SHOES & ACCESSORIES

On uniform days, scholars must wear shoes that are all black or all brown; have a rubber sole; with Velcro closure or slip-on shoes or laced shoes. Please note that shoes with heels, lights and/or wheels or Crocs are not allowed. No colorful sneakers on official uniform days.

Socks, stockings, or tights must be plain (no logos or designs), completely black. Belts, if needed, should be plain black or brown.

On gym days, scholars should wear rubber-soled sneakers, with Velcro closures. Laced shoes are allowed, as long as the scholar is able to tie them up on their own. There are no color restrictions for shoes or socks on Physical Education, Dance, and Health days

No other accessories are allowed, such as real or fashion jewelry (except for studs and small hoops).

HOW TO PURCHASE THE UNIFORM

Flynn O'hara is the exclusive supplier of our uniforms.

- Online: <https://tinyurl.com/LEEPUniformes>
- In Person: Flynn O'Hara: 6719 18th Avenue, Brooklyn, NY 11204
Please call or visit their website for their current business hours, as it may change week by week. Phone: 718-567-8593

Online and in-store prices already reflect a 10% discount from the original price, already negotiated and subsidized by LEEP Dual Language Academy Charter School.

Shoes, socks and belts can be purchased at any store other than Flynn O'Hara.

In the event an item is back-ordered, please make sure to request a note from the vendor as proof of purchase to excuse your student from not having the complete uniform.

All families are required to label all uniforms and any removable items (sweaters, hats, gloves, lunch boxes, backpacks). The school is not responsible for lost uniforms or items.

EXPECTATIONS FOR STUDENTS:

- Scholars are expected to arrive at school, from the first day of school, wearing the proper uniform every day, in clean and neat condition.

- Scholars will label their school uniform with their first and last names.
- Scholars show responsibility by conducting a uniform self-check upon entering the classroom and continuously monitor and self correct its look throughout the day as necessary.
- Scholars must stay in full uniform throughout the entire school day.
- Scholars are to use the LEEP branded sweater whenever necessary (No hoodies or non-sweaters).
- Scholars may only wear the accessories (belts, socks, and shoes) as specified above.
- Scholars may not wear makeup or jewelry of any type, including fashion or real jewelry, except for studs or small hoop earrings.
- Scholars should keep their nails short and clean. Artificial nails are not permitted due to safety concerns.
- Scholars should wear closed-toe shoes. Crocs, sandals or flip-flops are not permitted due to safety concerns.

The uniform guideline is designed to maintain a safe and focused learning environment. The administration reserves the right to address any attire that is deemed distracting, disruptive, or unsafe. If a student does not meet the uniform expectations, families will be contacted by the school informing them of the uniform violation. Families will be asked to bring the missing uniform item for the student to change.

Families of students who consistently do not meet the uniform expectations will be contacted by our Dean of Students for a meeting.

SPECIAL DRESS-DOWN DAYS (SCHOOL SPIRIT DAYS)

On designated spirit days, scholars have the opportunity to showcase their creativity through their attire, fostering a sense of community and school spirit. On spirit days, scholars should follow the following guidelines:

- **Costumes:** Scholars may wear costumes that are age appropriate and easy to remove for scholars to use the restroom. Scary characters from horror films or the like are not allowed.
- **Tops:** Casual tops such as t-shirts, polo shirts, or blouses that are in good condition and appropriate in nature (no offensive graphics or slogans).
- **Bottoms:** Casual pants, jeans, skirts, or shorts that are of appropriate fit, length (up to 5 fingers above the knees).
- **Footwear:** Closed-toe shoes or sneakers. Sandals or flip-flops are not permitted due to safety concerns.
- **Accessories:** Students may wear accessories that adhere to the general guidelines specified above. Toy weapons, canes, any kind of props, noise-makers or any kind, are not permitted as these could become a distraction during the school day.

By adhering to our uniform policy, scholars contribute to a positive school culture where the focus remains on learning, personal development, and mutual respect. We appreciate the cooperation of our students, parents, and staff in upholding these standards and creating an environment conducive to academic excellence and personal growth.

LOST AND FOUND

It is very important to help our young students develop independence and responsibility. It is a partnership between school and families to ensure this. One way to diminish the chances of losing an item at school is by teaching the students the habit of putting away their belongings in the cubbies or in their backpacks. In the event your child has lost a sweater or other items in the school, please follow these steps. Our staff will try our best to find the lost item:

1. Ask your child if they remember where they might have left the article or they have seen it last.
2. If they left it in the classroom, please contact your child's teachers first, since that's the place where students spend most of their time while in school.
3. If they left it in afterschool, please contact the after-school liaison or proceed to step 4 below.
4. If the item is still missing, send an email to FamilyHelp@leepschools.org OR AyudaFamiliar@leepschools.org that includes: student's full name, class, description of the missing item (size, color, special markings), place where the student thinks might have left it.

We will make every effort to locate the missing items. However, it's important to note that the school cannot be held responsible for personal items lost. We appreciate your understanding in this matter.

BEHAVIOR

At LEEP Dual Language Academy Charter School, we believe that fostering a positive and respectful school environment is essential for the academic, social, and emotional development of our students. This section is designed to outline LEEP Dual Language Academy Charter School's expectations for behavior, to provide strategies that promote positive conduct, and to establish a framework for addressing challenging behaviors. By working together, we will create a safe and inclusive school community where every student will thrive with:

Cariño/Love, Valentía/Courage, Alegría/Joy, Respeto/Respect, Gracitudo/Gratitude

VISION FOR POSITIVE BEHAVIOR

Our goal is to collaborate as a familia to foster a community that celebrates diversity, encourages peer collaboration, problem solving and developing lifelong learning skills through LEEP's culture of love, courage, joy, respect and gratitude. At LEEP, our students are empowered to achieve our vision to become B3 (Bilingual, Biliterate, and Bicultural).

THE IMPORTANCE OF POSITIVE BEHAVIOR

Positive behavior and the proactive approach to creating and maintaining a strong school culture is important for many reasons. Some of these reasons are listed below.

The Learning Environment: A positive behavior creates a conducive and supportive learning environment. When scholars exhibit positive behavior, such as respect for others, active participation, and **peer** cooperation, it enhances the overall classroom atmosphere, promotes **positive** engagement, and facilitates effective teaching and learning.

Academic Success: A *positive behavior* contributes to academic success. When scholars display behaviors like attentiveness, self-discipline, and a willingness to learn, they are more likely to absorb information, actively participate in classroom activities, and achieve their academic goals.

Social-Emotional Development: A *positive behavior* nurtures scholars' social-emotional development. By practicing kindness, empathy, and effective communication, scholars develop strong interpersonal skills, build meaningful relationships, and learn to collaborate with others. These skills are vital for their overall well-being and future success.

Safe and Inclusive Environment: A *positive behavior* fosters a safe and inclusive environment. When scholars demonstrate respect, tolerance, and acceptance of diverse perspectives, it creates an atmosphere where everyone feels valued, supported, and included. Such an environment reduces bullying, fosters a sense of belonging, and promotes healthy relationships among scholars and staff.

Classroom Management: A *positive behavior* enables effective classroom management. When scholars adhere to rules and expectations, it minimizes disruptions and distractions, allowing teachers to focus more on instruction and individual scholar needs. This promotes a productive learning environment for all scholars.

Character Development: A *positive behavior* contributes to the development of positive character traits. By promoting values like integrity, responsibility, and perseverance, scholars learn important life skills that shape their character and prepare them for success beyond the classroom.

Preparation for Future Success: A *positive behavior* sets a foundation for future success. When scholars practice positive behavior from an early age, they develop skills and habits that contribute to their personal and professional growth. These skills, including self-regulation, teamwork, and problem-solving, are transferable and valuable in various life contexts.

BEHAVIOR EXPECTATIONS

1. Completing Tasks and Assignments

At **LEEP Dual Language Academy**, our scholars are expected to take responsibility for their **own** learning, by completing tasks and assignments on time and by participating throughout all subject areas. The scholar will demonstrate a strong work ethic, and strive for excellence in their academic pursuits.

2. Organization and Preparedness

Our scholar's **will** come to school prepared with all of their necessary school materials. Additionally, our scholars will maintain an organized workspace and take pride in keeping their belongings neat and tidy.

3. Active Participation

Our scholars will actively engage in classroom activities, discussions, and group work. They will share their ideas, ask questions, and listen attentively to each other. Our scholars will take pride in being active learners and valuable contributors to the classroom community.

4. Respect for Self and Others

Our scholars will promote self-respect, as well as for others in the community. They will interact with their classmates, teachers, staff, and visitors with ***Cariño/Love, Valentía/Courage, Alegría/Joy, Respeto/Respect, Gracitud/Gratitude***. Our scholars will learn to respect and appreciate the diversity within the school community and take pride in fostering an inclusive and welcoming environment.

5. Taking Care of the Environment

Scholars will take **ownership** in maintaining a clean and safe learning environment. Scholars will keep their classrooms, common areas, and outdoor spaces clean and free from clutter. They take pride in preserving and respecting the school environment for everyone's benefit.

6. Following Rules and Procedures

Scholars follow our school rules and procedures throughout the day. Our scholars understand the importance of maintaining order, ensuring safety, and creating a positive learning environment. They take pride in being responsible citizens who abide by the rules.

7. Accountability for Actions

Our scholars take full responsibility for their actions and accept the logical consequence of their choices. They demonstrate honesty, integrity, and a willingness to learn by learning from their mistakes. They understand that their actions impact the wider school community.

8. Respect for Property

Our scholars will show respect for our school building, their classroom and its properties. They will take pride in taking care of their school building and classroom resources, reporting any damage or misuse, and using them responsibly.

COMMUNICATION AND COLLABORATION

ENGAGING STUDENTS IN BEHAVIOR DISCUSSIONS AT HOME

Here at LEEP Dual Language Academy Charter School, we believe that an open and constructive communication plays a vital role in promoting positive behavior and character development in our students. As our biggest allies, we encourage our teachers to engage in behavior discussions at home to reinforce the values and skills we teach at LEEP Dual Language Academy Charter School. Having these discussions will help them navigate social interactions, make thoughtful choices, and develop strong moral character. Here are our top two suggestions on how to engage in a productive conversation at home:

1. **Create a Safe Space:** Create an environment where your child feels comfortable discussing their thoughts and experiences. You may start by sharing a personal story that connects with the topic/subject you want to talk about.
2. **Reflect on Values:** Discuss the values that are important to your family. Help your child understand how these values relate to their everyday actions and decision-making.

At LEEP Dual Language Academy Charter School, we also believe in logical consequences that allow students to clearly understand right from wrong and curve the need to continue engaging in negative behavior. Below are some developmentally appropriate consequences that will support the reinforcement of positive behaviors:



DISCIPLINE CODE

At LEEP Dual Language Academy Charter School, our school culture is grounded in *cariño*: a deep and abiding sense of love and caring for all students. We care enough about our students to see them, listen to their stories, and get to know them, forging the human relationships that help children gain the trust and develop the courage they need to take on difficult challenges in the classroom and beyond.

We view children’s backgrounds and unique stories as gifts that they bring to the classroom, and we help them practice learning from one another, across lines of differences, with respect and friendship. We also care enough about our students to have high expectations for them, academically and socially, for the sake of their own development and the learning environment they share with our entire community.

When students fall short, we will respond based on that same *cariño*--always honoring the dignity of each student and insisting on a warm, orderly, and safe learning environment for everyone. We are not a school where students feel alone, nor a school where classroom instruction can be derailed at any time a student has a bad day or moment. Our classrooms are not places of silence and fear, nor are they filled with distraction and disorder.

In order to create a healthy and productive learning environment, every teacher and staff member at LEEP Dual Language Academy Charter School follows the same precepts for behavior management:

- We work proactively to ensure a safe, orderly, and joyful learning environment for all students.
- We allow for children to express their spirit and energy in ways that are developmentally appropriate.
- We communicate about behavior in ways that are clear, predictable, consistent, and caring.
- We correct misbehavior using the least invasive method available, and always with respect.

- When a student shows a pattern of misbehavior, we work closely with our colleagues and the student’s family to respond effectively and address any underlying academic, social, or personal difficulties.

Our teachers apply these precepts in different ways, depending on the context and grade level, but always intentionally and in coordination with their fellow teachers and our school leadership team. The techniques our teachers use include (but are not limited to):

- Encouraging polite and inclusive conversations
- Creating classroom rules & consequences with students’ participation
- Honoring our school uniform as a visual representation of our shared mission and community
- Holding morning meetings to foster a family environment, hearing and respecting each other’s story and allow for social-emotional learning
- Using a “time-out/take a break” / “tiempo en espera” when appropriate
- Frequently modeling appropriate behaviors and providing opportunities to practice them
- Using reminding, redirecting, and reinforcing language that is both warm and firm
- Using shared protocols for managing students’ voices and noise levels
- Employing non-punitive, logical consequences to establish clear limits and help students reflect, manage their behavioral responses.
- Helping students to learn from and reflect on their behavior and learn from their mistakes while maintaining their dignity
- Helping students view their challenges positively, as part of the process of growing and learning
- Providing opportunities for physical exercise, wiggling, fidgeting, and high- and low-sensory input, without lowering expectations for attention and engagement

Our teachers receive the support and training on these techniques, many of which are drawn from the Responsive Classroom approach to behavior management, and we regularly review and refine our work as a learning community. (More information on our discipline code can be found in Appendix A.)

RESPONSE TO BEHAVIOR AT LEEP

MINOR STUDENT MISBEHAVIOR

Examples of minor misbehavior may include, but is not limited to the following: talking out of turn; playing or making noise inappropriately; bothering others; or not following instructions during classroom routines.

When this happens, teachers will strive to respond with emotional constancy. They will give corrections privately and nonverbally if possible, or use Responsive Classroom techniques including Reminding, Reinforcing, and Redirecting Language and Logical Consequences such as repairing harm or losing related privileges. In cases of repeated misbehavior during the same week, teachers will use timeouts.

For particular students who demonstrate ongoing patterns of challenging behavior, we also employ a Response to Behavior (RTB) protocol by which teachers and parents/guardians work

together to intervene with the student and monitor his/her progress over time-- working together to address underlying challenges before a problematic behavior escalates.

MAJOR STUDENT MISBEHAVIOR

If a student continually engages in low-level misbehavior or misbehaves in a more serious manner, we will remove the student from the situation and communicate with parents in a consistent and proportionate manner. Our goal is always to help the misbehaving student return to full, productive participation in the school and classroom while preserving all students' right to a safe, orderly, and productive climate for learning.

The likely consequences for continual and/or significant student misbehavior are outlined in the table in Appendix A at the end of this document. Where more than one possible consequence is listed, school staff may select based on the particular circumstances, including the severity of the incident, past history, and student intent. For suspensions, the form (in-school or out-of-school) and length may vary based on the same factors. The school reserves the right to impose more or less serious consequences based on particular circumstances.

All disciplinary policies apply at every school-sponsored activity, including instructional time; meal times; recess; assemblies; school-related afterschool activities (whether led by school staff or others); field trips; school-sponsored family events; evening events; school-sponsored trips; and school bus rides.

Student Misbehavior	Parent/ Guardian Communication	Possible Consequence			
		Reflection/ Dean Referral	In School Suspension	Out of School Suspension	Other
Disobedient behavior toward teachers or staff Continual/Disruptive low-level misbehavior	Email or call	X			
Continual/Disruptive low-level misbehavior	Email or call	X			
Academic Dishonesty/Cheating	Email or call	X			
Skiping Class	Email or call	X			

Abusive language (including name-calling, gestures, foul language)	Email or call	X	X		
Disrespecting personal space, grabbing or roughhousing	Email or call	X	X		
Abuse, destruction, or theft of school property	Email or call	X	X	X	Intervention Plan
Misbehavior on school bus	Email or call	X	X		Expulsion
Use of electronic device without permission	Email or call	X			Devices must stay inside the student's backpack at all times. The devices will be confiscated after a second warning.
Leaving the school grounds	Immediate/ Required mtg.	X	X		
Aggressive physical contact with another student, or inciting the same	Immediate/ Required mtg.	X	X	X	
Aggressive physical contact with another student, escalating to a fight or inciting the same	Immediate/ Required mtg.	X	X	X	
Aggressive physical contact with an adult	Immediate/ Required mtg.	X	X	X	
Possession or use of weapon, any item used as a weapon, or explosive	Immediate/ Required mtg.		X	X	For safety reasons, we will communicate with local law

					enforcement agencies
Inappropriate physical or creation, access, possession, or distribution of inappropriate or sexual materials	Immediate/ Required mtg.	X	X	X	Informal Counseling will be provided
Possession, use, or distribution of drugs, alcohol, other controlled substances, or imitation controlled substances	Immediate/ Required mtg.	X		X	
Bullying, harassment, or threatening (see definition below)	Immediate/ Required mtg.		X	X	Intervention Plan
Intentionally creating a false alarm; issuing a bomb or mass violent threat; creating a biohazard, arson, or other extreme violence or violent threat	Immediate/ Required mtg.		X	X	For safety reasons, we will communicate with local law enforcement agencies
Gross misconduct at school-sponsored events	Immediate/ Required mtg.		X	X	

SHORT-TERM SUSPENSION

A short-term suspension is a suspension of ten or fewer school days. When a short-term suspension is given, LEEP Academy will provide the student and parent(s)/guardian(s) (“family”) with oral and/or written notice with an explanation of the behaviors that led to the suspension, and hold an informal hearing to explain these reasons and hear the student’s response. If the student/family denies the misbehavior, the school will share its evidence and allow the student/family to present another version of the event. All informal hearings occur before the suspension begins, unless the school deems that the student poses an ongoing threat

to the safety of students and staff. If this is the case, the student is granted an opportunity for the informal conference as soon as possible. The Principal will attend all informal hearings.

Students/families may appeal a short-term suspension, first to the LEEP Board of Trustees, and then, if desired, to the school's authorizer, the New York State Board of Regents. To reach the Board of Trustees, email board@leepschools.org. To reach the Board of Regents, email charterschools@nysed.gov or call 518-474-1762.

LONG-TERM SUSPENSION OR EXPULSION

A long-term suspension is a suspension longer than 10 school days. In case of a long-term suspension or expulsion, LEEP Academy will remove the student immediately from class and/or school as needed, and provide the student and parents with immediate notice of the suspension or expulsion, including the behaviors that led to the consequence. The school will provide notice in person or by phone, and send written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel. Notice will include the date, time, and place of a formal hearing; the charges against the student; and a summary of supporting evidence and prior measures taken to address the student's behavior.

At the hearing, students/families have the right to explain their version of events; secure counsel at their own expense; confront and cross examine witnesses; and call their own witnesses. The Principal of LEEP Academy will serve as hearing officer. The Principal's written decision will be sent to the student and family and the Board of Trustees, and be placed in the student's permanent file. Students/families may appeal a long-term suspension or expulsion, first to the LEEP Academy Board of Trustees (within 10 days of the decision to suspend or expel). If the Board elects to hold another hearing, the student/family are once again notified in writing of the date, time, and place of the hearing, as well as the charges against the student, a summary of the supporting evidence and prior measures, and their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses. If the student/family is unsatisfied with the Board's decision, an appeal may be made to the school's authorizer, the New York State Board of Regents.

To reach the Board of Trustees, email board@leepschools.org. To reach the Board of Regents, email charterschools@nysed.gov or call 518-474-1762.

ALTERNATIVE INSTRUCTION

When students are removed from school, LEEP Academy will provide alternative instruction in accordance with New York's compulsory education law. All suspended students are eligible for alternative instruction for one-hour per day for students in grades K-5. To arrange this instruction, the school will reach out to the parents/guardians with proposed dates, times, and locations, and the parents /guardians is required to follow-up to confirm.

GUN-FREE ACT

LEEP Academy adheres to the Gun-Free Schools Act, which requires a student who is determined to have brought a firearm to school, or possessed a firearm at school, to be suspended for no less than one full calendar year. The school and/or Board of Trustees may modify such suspension requirement on a case-by-case basis. In such cases, students/families

have the right to a hearing and appeals as for any long-term suspension or expulsion. The school reserves the right to expel a student for bringing or possessing a firearm. A firearm is defined in federal law (18 U.S.C. § 921(a)).

ADDITIONAL PROTECTIONS FOR STUDENTS WITH DISABILITIES

LEEP Academy maintains written records of any and all suspensions and expulsions of students with disabilities, including the student's name, a description of the student's behavior, the disciplinary action taken, and the number of days suspended or removed.

If any student with a disability or is under evaluation/consideration for an IEP is suspended for more than ten (10) consecutive days or eleven (11) total days during the same school year, LEEP Academy will conduct a special hearing called Manifestation Determination Review (MDR) and immediately notify the Committee on Special Education (CSE) and the student's parents or guardians of the procedural safeguards provided by federal law (34 CFR §300.504). No student with a disability will be suspended for a total of more than 10 days during the school year without the CSE's involvement. In the event a manifestation determination review (MDR) determines that the conduct of a student with a disability is attributable to that disability, the student will immediately be permitted to return to the school, in lieu of beginning or completing the period of suspension.

Parents or guardians may request a hearing to challenge the CSE's determination; until such a hearing is completed, the student will remain suspended until the hearing is complete or the suspension is over, whichever comes first.

IV. SCHOOL OPERATIONS

ARRIVAL & DISMISSAL

Arrival: Doors open at 7:20am. Please note that there is no supervision for students prior to 7:20 am, with the exception of school bus students whose bus might arrive a few minutes earlier.

- K-3 students will enter through LEEP's BLUE Campus' main entrance on the 54th street side of 5323 5th Avenue in Sunset Park, Brooklyn.
- 4-5 students will enter through LEEP's RED Campus' main entrance on the 53rd street side at 475 53rd Street, Sunset Park, Brooklyn.

The main entrance of both buildings will be open at 7:20 am for breakfast arrival. Classes officially begin at 7:40am. Any student who looks forward to eating breakfast at school should be in school by 7:40 am to have time to arrive at their homeroom, unpack, eat and be ready for instruction. Arriving anytime after 7:41 am is considered tardy. In the event of late arrival, parents must sign the tardy log with a member of our staff.

Please note that parents/guardians are required to drop off their students in front of our main entrance. For older students, parents/guardians must ensure that their child has completely entered the building and that you have had direct eye contact with at least one of our staff members by the main entrance, after the student entered the building in the morning.

Dismissal: Students will be dismissed at 3:30pm (BLUE Campus) and 3:20 pm (RED Campus), Monday through Thursday. On Fridays and other special days posted on our yearly school calendar (available on our website and front offices) we have early dismissal, at 1:30 pm (BLUE Campus) and 1:20 pm (RED Campus). All students must be picked up by a parent, guardian, or authorized adult. Photo ID of the person picking up the student is also required.

Please note that parents/guardians may be required to enter the school building as part of the arrival and/or dismissal process. Please respect our neighbors and do not double-park, and never leave other children unattended.

Late Pick-up: When students are not picked up on time from school, it has a negative impact on our staff's ability to complete their tasks and meet their deadlines and commitments, as well as their personal schedules. We understand that things happen and there will be times when parents, guardians, or any authorized adult, might run late to pick up their scholars. We kindly ask parents to try their best in making it on time every school day, and contacting the school as soon as they know they will be late.

SCHOLAR EXPECTATIONS FOR LATE PICK UP: While in Late Pick-Up, scholars are expected to do their homework or read silently until a parent or guardian arrives. Scholars are expected to follow the directions of the Operations Team while awaiting their pick-up.

PARENT EXPECTATIONS FOR LATE PICK UP: Parents/Guardians who arrive late to pick up their child/children must do so at the entrance of the school (Blue Campus - 1st Floor/ Red Campus - 2nd Floor), sign the late pickup sheet, and wait for the Operations Team to bring their scholars to them.

TRANSPORTATION

At LEEP Dual Language Academy Charter School, our Operations Manager is the person assigned as the Transportation Coordinator. If you have any questions regarding transportation, please contact the Operations Manager by emailing FamilyHelp@leepschools.org or AyudaFamiliar@leepschools.org.

At the beginning of the school year, our Operations Team will reach out to families to provide important information regarding the transportation plan for their student(s). Prior to the first day of school transportation services, there will be a mandatory bus orientation for families of students who are choosing to use this service. Attendance at the bus orientation is required in order for scholars to ride the bus. If families do not attend, their scholar will not be permitted to ride the school bus.

If at any moment their student's transportation plans change, families must communicate these changes to the main office by 10am of the day. The change is applicable via phone at 917-518-5337, or email at FamilyHelp@leepschools.org or AyudaFamiliar@leepschools.org.

TRANSPORTATION ELIGIBILITY

School bus service is available to qualifying families through the NYC Department of Education. Approval for school transportation is reserved for families who reside in Brooklyn and live at

least 1/2 mile (K-2) and 1 mile (3-5) from the school. The school is also easily accessible via public transit (R/N train and B63 bus).

Specialized transportation is available to students who require this service as part of an Individualized Education Program (IEP). Eligibility for this service is reserved strictly for students requiring additional assistance/accommodations based on a medical condition, physical impairment, housing status, or safety assessment. Approval for this service will be determined during the student’s IEP meeting and outlined in their finalized plan.

The LEEP school year starts a few weeks before NYCDOE begins their school year. Bus services will not be provided during this time until the DOE schools open, so we kindly ask families to arrange alternative transportation until the date that busing starts.

Grade Level	Distance Code A: Less than 0.5 mile	Distance Code B: 0.5 mile or more, but less than 1 mile	Distance Code C: 1 mile or more, but less than 1.5 miles	Distance Code D: 1.5 miles or more
Grades Kindergarten, 1, and 2	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grades 3-6	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard
Grade 7-12	Not Eligible	MetroCard only	MetroCard only	MetroCard only

STUDENT OMNY CARDS

Student OMNY Cards are issued based on the distance between a scholar’s home address and the school (refer to the [transportation eligibility chart](#) above) and will be distributed by the school in September by our Operations Manager. You cannot get a Student OMNY card from the MTA.

Student OMNY Cards are valid for four rides each day. Scholars can use Student OMNY Cards every day of the week and any time of the day. This includes a free transfer between the subway and local, limited, and select bus service, or a free transfer between buses. The Student OMNY Card is coded for each individual scholar and only for the scholar. Scholars should not share their card or they could lose their OMNY card privileges.

TRANSPORTATION FOR STUDENTS IN FOSTER CARE

In conjunction with the NYCDOE Office of Pupil Transportation (OPT), the school follows the regulations set forth under McKinney Vento to properly identify and provide transportation for those in foster care placement. If the student is not already eligible by grade and distance from the foster home address, an application should be filed with OPT, which makes best efforts to find a route for students, or provide a full fare MetroCard.

In some cases, interim transportation will need to be provided while the application is being reviewed. The school social worker will work with the Administration for Children's Service (ACS) directly to support these requests. Alternatively, if OPT issues an exception for a MetroCard but public transportation is not an appropriate option for the child, the school will also work with ACS for other alternatives.

BUS BEHAVIOR

Students who take the school bus are expected to demonstrate LEEP core values at all times. act responsibly and respectfully at all times. Here are some rules students are expected to follow while on the bus:



Our Peaceful School Bus Rules

- Stay seated at all times; the driver may tell you where to sit.
- Always respect others, the bus, and yourself.
- Flinging things in or out of the bus is not allowed.
- Eating, and drinking on the bus are not allowed.
- Talk quietly; no hurtful words.
- You are responsible for your actions.

All misbehaviors will be investigated and consequences applied as if such behavior happened on school grounds. Instances of misbehavior may result in the loss of bus privileges.

Families are expected to reinforce the importance of proper bus behavior and the potential consequences of inappropriate behavior. We ask for your support and cooperation considering there are no adults on the bus except for the bus driver (and matrons, if assigned). Additionally, we aim to avoid habitual misconduct that may result in loss of transportation privileges indefinitely.

We take the safety and well being of all scholars on the school bus seriously. We will communicate regularly with families to update them on situations that take place on the bus and logical consequences that may be assigned. We understand that being provided school transportation is a privilege, to that end we will enforce the following consequence when managing unsafe behaviors on the bus:

Infraction	Consequence
1st Infraction	<ul style="list-style-type: none"> • Verbal Warning (based on severity) • Phone call home and mandatory parent meeting
2nd Infraction	<ul style="list-style-type: none"> • 1 week loss of bus privilege • Phone call home and a suspension letter. • Mandatory meeting with parent/guardian • Student will not be allowed to ride the bus until such a meeting is completed for safety reasons.

Infraction	Consequence
3rd Infraction	<ul style="list-style-type: none"> ● 1 month loss of bus privilege (<i>Goal: scholar will self reflect</i>) ● Phone call home and a suspension letter. ● Mandatory meeting with parent/guardian ● Student will not be allowed to ride the bus until a meeting is completed for safety reasons.
4th Infraction	<ul style="list-style-type: none"> ● Indefinite loss of bus privilege (to prevent continuous unsafe behaviors to self and others) ● Phone call home and a suspension letter.

BUS STOP PROCEDURE

It is the parent/guardian's responsibility to ensure that there is a designated adult at the bus stop to receive the child -- not the bus driver or the school. If no responsible adult is at the stop, multiple attempts will be made to contact a parent or authorized contact to meet the bus at its intended stop. If an authorized contact cannot be reached nor a school official, the matter may result in support from the local precinct.

LUNCH, SNACKS AND NUTRITION

LEEP Dual Language Academy Charter School provides free breakfast and lunch to all students, in partnership with NYC SchoolFood. All families must complete a Family Income Statement annually. Students may bring their own breakfast or lunch to school. They may also bring snacks to school. Every child needs healthy food in order to do his or her best at school, so we ask that parents only send nutritious meals and/or snacks. Suggested snacks include fruit, cheese, crackers, 100% fruit juice, chopped vegetables with dip, or bread/tortilla. Snacks or drinks that are high in processed sugar (e.g. soda, Kool Aid, candy) will be sent home with the student. Please contact our Director of Family Experience or Social Worker if you need assistance.

We do not provide refrigeration, storage or heating up in microwave students' lunches and/or snacks brought from home.

AFTER-SCHOOL PROGRAMS

LEEP Dual Language Academy Charter School is pleased to offer after-school programming in partnership with **After-School All-Stars New York** five days a week. A separate handbook will be provided to families who enroll in this program. This program comes with a reduced cost, partially subsidized by LEEP.

The after-school program usually begins during the second week of school. Prior to the start date, registration for the program will open for families and seats will be offered on a first-come, first serve basis. The program will run every day when the school is open or in session from dismissal time, 3:20pm (M-Th) and 1:20 pm (Fridays), until 5:45 pm.

If your student receives bus services, please note that if you enroll him/her in the after-school program, afternoon busing will not be available. School buses run according to the regular school hours (until 3:30pm). Thus, buses will not be available during after-school hours and parents will have to pick up their students directly from our school building.

SNOW DAYS AND WEATHER CLOSURES

LEEP Dual Language Academy Charter School is closed for snow, weather, and other current events outside our control and requiring school closure. Our school may also have closures when NYC DOE schools are closed and on other days outlined in our family calendar. Families will be notified of any closure with as much advance notice possible through voice and/or text message. In addition, please remain alert for any updates provided by local news stations or through parent square regarding the ongoing development of the situation. The official announcement of school closure will be sent no later than 6:00 am the day of the closure.

CELEBRATIONS

At LEEP Dual Language Academy Charter School we value, and welcome celebrations! Celebrations are an integral part of living up to our core virtues, most specifically alegría/joy. In order to ensure that we are promoting a healthy and safe celebratory environment, it is important to note the following regarding celebrations:

- Classroom celebrations for birthdays must be approved by the school at least 7 days in advance by emailing FamilyHelp@leepschools.org ([read full procedure below](#)).
- Parents may join the class during the celebration, as long as the request has been made at least 7 days in advance.
- Celebrations may be scheduled during the student's lunch or recess period.
- We are a nut free school. Please be sure not to send any foods or drinks containing or that have been made in facilities where nuts have been processed.
- Here are a list of foods that are considered safe and/or appropriate at LEEP Dual Language Academy Charter School:
 - Pizza pies cut into slices
 - Healthy snacks such as: dried fruits, breakfast bars, muffins, baked potato chips, whole grain chips, vegetable chips, plain or buttered popcorn, pretzels, apples, sliced oranges, grapes (other fruits), carrots, celery sticks, (other vegetables) and/or rice cakes are permissible foods.
 - Cupcakes are allowed. No whole cakes, please.
- Water bottles and/or juice boxes. (No soda or any kind of drinks that will require pouring into a cup).
- Healthy, nut-free, snack bags or goodie-bags are allowed, but must be provided for the entire class, and will only be distributed to the students at the end of the day, before dismissal. Candy is not permitted during the school day.

FAMILY PROCEDURE FOR IN-CLASS CELEBRATIONS

A week before the date of the celebration, the family must email familyhelp@leepschools.org, AyudaFamiliar@leepschools.org, or call the main office, and provide the name of the student, the date of the celebration and specify the type of celebration.

The Ops team will then email the school administrators for approval. This is done to ensure that there are no other school-wide activities that might conflict with the birthday celebration. The front office will communicate with the family by email or phone call, whether the celebration is approved or denied, and the window of time for celebration. In the event your request is denied, an alternative date will be provided.

The day of the celebration, the family will bring all items to the main office at their student's assigned campus. The Ops team will then bring these items to the classroom before recess.

HOLIDAY CELEBRATIONS AND OPT-OUT

We observe all federal holidays as they are officially designated, including Christmas Day and holidays named after historical figures or events (e.g. Presidents Day, MLK Day, Memorial Day, Veteran's Day), all of which offer opportunities for our students to learn about the richness and complexity of history.

At LEEP we celebrate traditional holidays which expand across various beliefs and cultures including Día de los Muertos. In addition, we also host a Fall Festival where students have the opportunity to dress up in a costume of their choice. Families may elect to excuse a student from any holiday celebration, for any reason. Please reference the family calendar and inform the school's main office (via email to FamilyHelp@leepschools.org) and homeroom teacher(s) when opting out of any specific celebration.

ELECTRONICS, TOYS, AND PERSONAL ITEMS

In order to avoid unnecessary distractions, students may not bring electronic devices, toys, or personal items to school, such as jewelry, money, Pokemon cards, mementos, etc. unless they are intended for a classroom activity planned by the homeroom teacher, such as "show and tell.". There is no appropriate time before, during, or after school for these items to be used or shared, and they will be confiscated if they are brought to school. Students may carry a phone or other communication devices in their backpack for emergency purposes, as long as the device is turned off and kept in the child's backpack during school hours. This exception does not apply to handheld video games or other non-communication devices- these devices should be kept at home.

SCHOOL SUPPLY LIST

Many schools ask parents to bring a long list of supplies. At LEEP, we don't. The school will provide notebooks, pencils, glue, tissues, folders, and so forth.

We ask that families send scholars to school each day with the following:

- A backpack of your choice, large enough to fit a folder.
- A reusable water bottle, labeled with the student's name, washed and already filled with water, daily.
- An extra uniform or set of gym clothes OR plain gray t-shirt and plain gray sweatpants, including underwear, and socks, in a sealed bag to be left in the classroom in case of spills or potty accidents. Please label the bag and clothes with the student's full name and class. (first day of school only)

V. FAMILY AND SCHOOL PARTNERSHIPS

When educators and parents work together, they enhance students' learning growth, academically, socially and emotionally. School family partnership provides families access to resources that will support their scholars at home.

Family Commitment Letter

All families are required to read and sign LEEP's Family Commitment Letter outlined below:

Family Commitment Terms:

I will help my child through a rigorous biliteracy program and content rich curriculum, according to LEEP Dual Language Academy Charter School's mission. I affirm:

- My family commits to LEEP Dual Language Academy Charter School's mission and vision.
- My family commits to dropping student off at school each day no later than 7:40am.
- My family commits to picking up student at school each day by 3:30pm (M-Th) and 1:30 (Fri).
- My family commits to being on time to drop off and pick up my child at the bus stop at their predetermined time. (Bus student only)
- My family commits to sending my student to school wearing a full uniform as outlined in LEEP's Uniform policy.
- My family commits to checking homework each night each night and communicating with student teachers with questions, concerns, and need for additional support.
- My family commits to cooperating and playing a key role in the discipline of my child by responding to school communications and meetings with urgency.
- My family commits to maintaining regular contact with my child's teacher, counselor or staff member about my child's progress—using ParentSquare, email, text and phones to provide immediate feedback.
- My family commits to attending parent conferences and supporting my child and the school by actively participating in school activities.

FAMILY-SCHOOL COMMUNICATION

At LEEP Dual Language Academy Charter School, we use ParentSquare, a world-class family communication platform. ParentSquare is one of many tools to build stronger engagement and communication between schools and families, and to help empower everyone in our community to stay connected and informed. With ParentSquare, families will be able to:

- Set their own preferences to receive communication via email, text, or mobile app notifications in a translated language of their choice;
- View school and classroom calendars
- Sign up as volunteers, RSVP for events, or make appointments during Parent-Teacher conferences
- Easily chat with teachers and office staff;
- Receive urgent notifications via email, text, and robo-calls.
- Send direct messages to teachers and staff, leave comments or questions on posts and receive responses within 24 hours.

Families will be invited via email or text, so be sure to have the most up-to-date contact information with the school. Should you have any questions or need assistance with this app, please contact our Director of Family Experience.

Other forms of communication are: in person, during parent-teacher conferences, and phone calls. At the beginning of the school year, teachers will share their virtual phone number. Teachers will use this number to call you for important information regarding your child. You will also be able to call the teacher back, too. Please note that teachers might be unavailable to take calls during school hours, so please leave a message and your child's teacher will try to get back to you as soon as possible. Also note that these virtual numbers do not receive text messages. For quick messages, please use the Direct Messages option on ParentSquare.

PARENT-TEACHER ORGANIZATION (PTO)

The LEEP Dual Language Academy Charter School PTO is a newly established entity, founded in the Fall of 2022. Every year, during the last trimester of the school year, the PTO and the Director of Family Experience will invite interested families to join the Executive Committee. There will be a follow-up meeting with families to vote for the members of this committee. For more information about the PTO or to sign up, please reach out to the Director of Family Experience.

FAMILY SURVEYS

During the school year there will be several surveys asking families for their feedback. It is imperative that all of our families take part in these surveys to help the school administrators to make decisions and changes in the benefit of our students and school community.

Constant reminders and communications will be shared with families for participation. Some of the surveys that will be shared with families are:

- The New York City Department of Education Family Survey
- NY State Education Department (NYSED) Charter School Office (CSO)
- LEEP Dual Language Academy Charter School Family Survey

PARENT-TEACHER CONFERENCES

The attendance to Family Conferences are mandated for all families at LEEP Dual Language Academy. Conferences take place twice a year (in December and March) and are a critical component of the home-school partnership that is essential for our students' academic, social, and emotional growth. Report cards for Trimesters 1 and 2 will be issued during family conferences so that families can review the information with their children's teachers and get answers to their questions. An end of year report card will be sent home on the last week of school. Special education progress reports will be provided with each report card (if applicable).

These mandated conferences are not the only opportunity to speak with your child's teacher. LEEP Dual Language Academy Charter School teachers are available to schedule additional conferences by appointment throughout the year. We do ask that you provide 48 hours notice to the teacher and the front office when attempting to schedule a conference or visit.

VI. SAFETY AND COMMUNICATION

LEEP Dual Language Academy Charter School staff are available to answer calls during regular hours of operation by contacting the main phone number: 917-819-5337. At other times, you may leave a message on the general school voicemail and we will return your call within one business day. You may also contact a specific staff member via email.

Developing a strong, open, and honest relationship with our students' families is very important to LEEP staff. Your everyday involvement in your child's learning is a crucial part of his or her success. We encourage you to be in regular communication with teachers and support staff.

While you will be greeted by LEEP staff at arrival and dismissal every day, this is not an ideal time to engage in deep/complex conversations. At this time, our priority is the supervision of our students and to remain focused on their needs as they transition inside. If you have questions or concerns, we encourage you to contact your child's teacher via ParentSquare or email. We will not interrupt teachers during the school day, but teachers will return all phone calls and emails promptly.

SCHOOL NURSE

We partner with the Department of Health to provide a school nurse to our students. We follow all regulations and procedures of the Department of Health. Any questions or concerns about the school nurse should be directed to the school Senior Director of Operations.

MEDICATION

If a student must take medication (or have medication available) at school, these procedures must be followed:

1. Parents must bring the medication to the nurse with the Doctor's order (please speak to the school nurse for required forms and documentation)
2. Students may not carry or self administer and medication or supplements while at school
3. The medicine must be marked with:
 - a. Student Name
 - b. Name of the medication
 - c. Dosage
 - d. Time of the medication.

ILLNESS/INJURY

LEEP Dual Language Academy Charter School will immediately notify you if your child becomes sick or has an accident that requires medical attention. If your child is sent to the school nurse and it is determined that he/she has a fever, is contagious, or otherwise cannot remain in school for the remainder of the day, you will be contacted to pick up your child as soon as possible. If your child is injured during the school day, a supervising staff member will complete a Student Injury Report that will be kept on file at school. You may also request a copy of the report for your records.

It is important for us to know if your child has an ongoing medical issue that requires special attention. Additionally, please let us know if your child has any allergies or requires medication to be administered on a regular basis or in the event of an emergency. This information will be relayed to your child's teachers as well as the school nurse.

HEAD LICE

There is a “No Head Lice” policy for all NYC public schools. If a student is found to have lice, they will not be allowed to go to school until they are free of lice. Students with nits are still allowed to attend.

If a scholar is suspected of having head-lice during the school day, the following protocol will be implemented:

- The scholar will be examined by the school personnel. If it’s confirmed to be lice, the nurse will contact the family immediately and arrange for pickup. Students with nits are allowed to stay in school. Families of other scholars in the class will be informed as well of a case of head lice and encouraged to examine their children at home.
- Students with confirmed head lice may return to school the day after treatment for head lice as long as there is no live lice upon re-inspection by the nurse or designated school personnel.
- Students will be re-examined by school personnel or nurse 14 days after the treatment, to make sure there are no live head lice.
- If additional students have been exposed, LEEP Academy’s personnel will make contact with and send notices home. As a reminder, the overall health and safety of all students is our top priority.

EMERGENCY CONTACT INFORMATION

Families are responsible for notifying LEEP Dual Language Academy Charter School immediately with changes to family contact information including phone numbers, addresses, medical information, and email addresses throughout the school year. Only those individuals will be allowed to pick up the scholar.

OFFICIAL SCHOOL NOTICES

Notices from the Principal, teachers, and other LEEP Dual Language Academy Charter School staff are sent home regularly. Because all notices contain important information, please check your child’s backpack, ParentSquare, voicemails, texts, and your email every day and respond to all messages within 48 hours.

SECURITY PROTOCOLS

Families will be asked by school safety to show identification and sign in before entering the school building. Upon entering the building, families should check in with the school office. All visitors to LEEP Dual Language Academy Charter School must show respect for the school environment when entering the building. Visitors may not enter offices or classrooms without permission from a LEEP Dual Language Academy Charter School administrator. Additionally, visitors may not congregate in school hallways or remain in the lobby areas for an extended amount of time. If and when there is a violation of this visitor’s policy, visitors exhibit disruptive/violent behaviors or appear to be under the influence of alcohol or drugs, LEEP reserves the right to exclude visitors from the school premises.

CIVILITY CODE

The same way we hold our students to our core virtues of Cariño/Love, Alegría/Joy, Respeto/Respect, Gratitude/Gratitudo, Valentía/Courage, we also hold our staff to these core values. Our staff is committed to upholding these core values to create a warm and respectful environment for everyone in our school community, including colleagues and family members. It is the responsibility of both families and staff to have exchanges that are mutually respectful. Families are welcome to share their concerns with our staff and work together to find solutions. However, in the event of a meeting or phone conversation in which the volume, tone or substance of the communication becomes rude, profane or threatening, the school will reserve the right to end the exchange and schedule a meeting for a later date, and vice-versa, the parent/guardian may end the conversation if a staff member does not display mutual respect. If the civility code was violated in such a way that merits immediate action, the parent/guardian involved might receive a call from the immediate supervisor and/or receive a written communication from the school to address the matter.

EMERGENCY PREPAREDNESS

All staff members are trained each year on emergency procedures and the Safety Plan for the school building. Students are trained in the following drills in case of an emergency: evacuation, shelter-in, and lockdowns. If you have questions about safety, please contact our Senior Director of Operations.

LAW ENFORCEMENT ACTIONS & INQUIRIES

LEEP Dual Language Academy Charter School does not allow local or non-local law enforcement agencies to enter the school or search the school, or review confidential information about students and/or families. However, we verify the identity of all law enforcement personnel and review any warrant, court order, or subpoena with legal counsel to determine whether we are obligated to comply. This policy applies to agencies including, but not limited to, the New York City Police Department and federal Immigration and Customs Enforcement. It does not alter our legal obligation to report suspected abuse to the Administration for Children's Services.

In the event a law enforcement agency provides what the school considers a credible description of a genuine, imminent danger (e.g. active shooter, bomb threat), this policy will not apply. The presence of a student under investigation, deportation order, etc. is not considered an imminent danger.

OPEN BOARD MEETING POLICY

Meetings of the Board of Trustees for LEEP Dual Language Academy Charter School are always open to the public, with the exception of any Executive Session held as per New York State Open Meetings Law. Meetings take place at 6:00-7:30 pm once a month. The exact date, time and venue of meetings is posted on the LEEP website in advance and announced via ParentSquare. Meetings are conducted in English and Spanish.

MANDATED REPORTING

LEEP Dual Language Academy Charter School cares deeply about the health, safety, and well-being of our students, families, and community. Under New York law all school employees

are required to report suspected child abuse, maltreatment, or neglect when they have a reasonable belief that such abuse is occurring or has occurred.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

FERPA is a federal law that gives parents certain rights regarding your student's education records. As a parent/guardian, you have the right to review your child's education records or to request the amendment of records believed to be inaccurate or misleading. Student records are private, and LEEP does not share student information unless parent/guardian consent is given. If you have any questions regarding student records or more information about parent/guardian rights to records, please contact the Director of Student Services.

COMPLAINT POLICY

LEEP Dual Language Academy Charter School is committed to open, continuous, and clear communication with families as we work together for the benefit of all students. While most concerns can be resolved through informal conversations, we recognize that in some situations it is useful and appropriate to employ a formal complaint. If a parent/guardian, student, or other individual is not satisfied with a school decision, policy, or action, he or she ("the individual") may:

1. **Discuss the complaint with the school staff member who is most directly responsible for the problem.** (In the case of a complaint about a school-wide condition or policy, this would be the Principal.) In many cases, complaints can be resolved informally and promptly by speaking directly with the teacher, staff member, or administrator involved. Parents are encouraged to first discuss their concerns in a respectful and constructive manner with the relevant school personnel. If this does not lead to a satisfactory resolution, within one week, the individual may proceed to step 2.
2. **Discuss the complaint with the Director of Family Experience (DFE).** If the initial step was not resolved within a week, parents may contact the Director of Family Experience, who might also request a written complaint that includes: Specific details of the complaint, including dates, names of individuals involved, and any relevant documentation and the desired outcome or resolution sought by the parent. The DFE will acknowledge receipt of the complaint promptly and initiate the investigation or review process. If this does not lead to a satisfactory resolution, within one additional week, the individual may proceed to step 3.
3. **Submit a written complaint to the Principal.** The Principal may speak to all parties involved and work to resolve the issue through discussion(s). If no resolution is reached, the Principal must issue a written decision within two weeks of receipt of the written complaint. This decision will summarize the complaint, review the steps taken to review and/or resolve it, and explain any resulting action (or no action) with the Principal's rationale. If the individual does not consider this satisfactory, within one week he or she may proceed to step 4.
4. **Submit a written complaint to the Chair of the Board of Trustees.** Upon receiving the written complaint, the Chair shall request copies of all written communications from Step 3. The Chair shall convene a committee of the Board (with no fewer than 3 people) that shall meet within 10 business days to discuss the complaint and any related issues. The complaining individual and any involved staff members shall have a right to attend the meeting. The committee of the Board shall decide on the

matter by majority vote and shall respond in writing to the person issuing the complaint no later than 30 days from the receipt of the complaint. If the committee of the Board is unable to reach a decision and/or the complaint is of such a nature that it might interfere with the normal functions of the school, then the committee shall bring this matter to the full Board for consideration. If the individual does not consider this satisfactory, he or she may proceed to step 5. The board chair may be reached by email to board@leepschools.org.

5. **Submit a written complaint to the New York State Board of Regents.** Complaints may be submitted by mail to:

Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

or by email to charterschools@nysed.gov. The subject line should read: Complaint: LEEP Dual Language Academy Charter School.

For detailed instructions on the Board of Regents' complaint procedures, please visit: <http://www.p12.nysed.gov/psc/complaintprocess/complaint.html>.

Additional Notes:

- The school administration will conduct a thorough and impartial investigation of every complaint.
- Depending on the nature of the complaint, relevant parties such as teachers, staff, or other stakeholders may be consulted.
- The school will strive to resolve the complaint and communicate the outcome to the parent/family within a reasonable timeframe.
- All parties involved in the complaint process are expected to maintain confidentiality to the extent possible while respecting the rights and privacy of all individuals concerned.
- The school prohibits retaliation against any individual who raises a complaint in good faith. Retaliation against a complainant will be treated as a separate and serious matter.
- The school will maintain records of all formal complaints and their resolutions for reference and review purposes.
- The school welcomes feedback on the complaint process to continually improve communication and resolution procedures.

VIOLATIONS OF THE LAW OR SCHOOL'S CHARTER

Any complaint involving a known or suspected violation of the law or the school's charter should be immediately reported to the Principal and, if appropriate, to the appropriate government authority. These complaints may also be made directly to the Board of Trustees, without going to school staff or Principal, by emailing board@leepschools.org.

- Complaints by school staff members fall outside of this policy and are handled through the school's management structure (or Whistleblower Policy, if applicable).

LEEP Dual Language Academy Charter School reserves the right to use professional judgment to adjust these consequences in particular cases, based on the particulars of an incident and/or a student's larger pattern of behavior.

APPENDIX A: DIGNITY FOR ALL STUDENTS ACT (DASA) POLICY

LEEP Dual Language Academy Charter School (“LEEP Academy”) is committed to providing a safe and productive learning environment. In accordance with New York State’s “Dignity for All Students Act” (“DASA”) the School affirms that all students have the right to attend a safe and supportive school environment free of bullying, harassment and/or discrimination (as defined by law and described in LEEP Academy’s Student & Family Handbook and Employee Handbook) based on real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, or gender identity/expression.

Our policies and practices will ensure that all students have equal access to their education and a sense of belonging in their school community. The School will actively respond to incidents that violate this policy in order to stop the behavior from continuing and to prevent it from recurring. This includes promptly addressing reported incidents of bullying, harassment and/or discrimination by employees or students on school property or at a school function.

In addition, LEEP Academy reserves the right to discipline students, consistent with our Discipline Code, who engage in bullying or harassment of students off school property under circumstances where such off-campus conduct 1) affects the educational process; 2) actually endangers the health and safety school students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of school students within the educational system.

DASA COORDINATOR

The DASA Coordinator at LEEP Academy is listed below. Following school procedures, the DASA Coordinator responds to reported incidents of bullying, bias, harassment and/or discrimination with inquiry, intervention, and disciplinary recommendations. The DASA Coordinator is the Director of Operations, Bernard Washington, and can be reached at bwashington@leepschools.org.

DEFINITION OF HARASSMENT AND BULLYING

“Harassment” and “Bullying” are the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment and bullying shall include, but not be limited to, those acts of discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term "threats, intimidation or abuse" include verbal and nonverbal actions."

BULLYING PREVENTION AND INTERVENTION

DEFINITION OF BULLYING

Bullying is when one person or a group of people repeatedly and intentionally harm, intimidate, or exert power over another person who has difficulty defending themselves. It involves aggressive and hurtful behavior that is typically repeated over time and occurs within a power imbalance. Bullying can take different forms, including physical, verbal, or relational aggression. It may occur in various settings, such as school, online platforms, or community environments. It is important for our students to understand that bullying is a serious issue that can cause emotional distress, harm well-being, and negatively impact the overall school environment. At LEEP Dual Language Academy Charter School, we will work together to put an end to bullying and any other form of physical, emotional, and or social abuse. We will ensure that all of our students are kept safe and learning in an environment that is filled with:

Cariño/Love, Valentía/Courage, Alegría/Joy, Respeto/Respect, Gracitud/Gratitude

RESPONSE TO HARASSMENT, BULLYING, AND DISCRIMINATION

If harassment, bullying, or discrimination is reported to any teacher, we will respond accordingly with the following actions:

- All relevant information will be passed to the Dean of Students.
- The Dean of Students will conduct an investigation and inform all students and their parents that they are part of a case regarding harassment, bullying, and/or discrimination.
- Once the investigation is complete, if the complaint is deemed to have merit, the Dean of Students will assign a consequence to the student(s) who engaged in harassment, bullying, and/or discrimination.
- The involved student(s) may not return to school until they have had a parent conference with the Dean of Students.

STUDENT/PARENT HARASSMENT, BULLYING, AND/OR DISCRIMINATION REPORT

Students and parents are encouraged to report harassment or bullying, so staff may respond. To report, a student or parents/guardians must follow the following guidelines:

- Report the incident to the Dean of Students as soon as possible and use the DASA Incident Reporting Form (on next page) to include details of incident (name of students, location, time, behaviors).
- The Dean of Students will investigate and inform involved students and their parents that they are part of a case regarding harassment, bullying, and/or discrimination within 5 school days of receiving a report.

- Once the investigation is complete, if the complaint is deemed to have merit, the DoS will assign a consequence to the student(s) who engaged in harassment, bullying, and/or discrimination. These investigations are completed with results communicated to parents/guardians promptly.
- The involved student(s) will have a family conference with the Dean of Students.
- Students who are found to be involved in an incident may be referred for support or interventions as outlined above in accordance with the RTB processes.

HARASSMENT, BULLYING, AND/OR DISCRIMINATION NON-RETALIATION

LEEP Dual Language Academy Charter School will not tolerate any form of interference, intimidation, or retaliation in response to a student who has filed a harassment, bullying and/or discrimination report. Such behavior will lead to additional consequences determined by the Principal.

STUDENT SEARCHES

In order to maintain the security of all of its students, LEEP Academy reserves the right to conduct searches of its students and their property. If searches are conducted, the school ensures that the privacy of the students are respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search. School closets and desks, which are assigned to students, remain the property of LEEP Academy, and students should have no expectation of privacy in these areas. Such areas are subject to searches by school officials at any time.

RESTRAINT

LEEP Academy maintains a clear Code of Conduct and disciplinary procedures. Corporal punishment of pupils is prohibited, but school personnel can use reasonable force as is necessary to protect themselves from physical injury, to protect the pupil, another pupil or teacher or any other person from physical injury, or to restrain a pupil whose behavior is interfering with the orderly operation of the school, provided that alternative procedures and methods not involving the use of physical intervention cannot be employed. An incident report will be prepared in any instance in which restraint is used and parents will be notified immediately.

DIGNITY FOR ALL STUDENTS ACT (DASA) INCIDENT REPORTING FORM

LEEP Dual Language Academy Charter School (“LEEP Academy”) is committed to providing a safe, supportive environment free from harassment, bullying and discrimination for all students. LEEP Academy encourages the involvement of staff, students, parents and community members in the implementation and reinforcement of the Dignity for All Students Act (“DASA”). If you believe any student has been the target of harassment, bullying, cyber-bullying, and/or discrimination, please use this form to report all allegations. School personnel witnessing an incident or receiving a report of an incident must verbally notify the DASA Coordinator within one school day and must complete and submit this written report within two (2) school days.

All complaints will be treated in a confidential manner. Anonymous reports may limit the district’s ability to respond to the complaint. A prompt and thorough investigation will be conducted for all incident reports. Please complete this form and return it to a school administrator or Dignity Act Coordinator.

Today’s Date: _____ Name of person reporting incident: _____

Role of person reporting incident (Check one)

- Student Target
- Student (witness)
- Parent/Guardian
- Staff Member
- Other (describe): _____

Phone: _____ Email: _____

Name of target (student allegedly being bullied, harassed, or discriminated against):

Name(s) of alleged offender(s): _____

Date(s) and time(s) of incident(s): _____

What was your involvement in the incident?

- I was directly involved in the incident
- I observed the incident
- I heard about the incident

Where did the incident happen? (Check all that apply)

- On school property
- Classroom
- Hallway
- Bathroom
- At a school function
- On a school bus
- Off school property
- Electronic Communication
- Other (describe): _____

Type of incident (Check all that apply):

- Physical contact (kicking, punching, spitting, tripping, pushing, taking belongings)
- Verbal threats (gossip, name-calling, put-downs, teasing, being mean, taunting, making threats)
- Psychological (non-verbal actions, spreading rumors, social exclusion, intimidation)
- Abuse (actions or statements that put an individual in fear of bodily harm)
- Cyberbullying (misusing technology/social media to harass, tease, threaten, post pictures (sexting))
- Other (describe): _____

Who was involved in the incident? Student Employee Both student and employee

Describe the specific nature of the incident. What happened? (Be as specific as possible). What did the alleged offender say or do? Include any copies of text messages, emails, etc. if possible.

If there were any adults in the area when this happened, what did they do?

Types of bias involved (if known): (Check all that apply)

- Race
- Color
- Weight/size
- National origin
- Ethnic group
- Religion
- Religious practice
- Disability
- Sexual orientation
- Gender
- Sex
- Other (describe): _____

Names of others who may have witnessed the incident: _____

Was the student absent from school as a result of the incident? No Yes

Number of days student was absent: _____

Does the situation continue to occur? Yes No

What do you think should be done about the situation?

You can contact an administrator, Dignity Act Coordinator, counselor, or other staff member (whichever you are most comfortable with) for information or assistance at any time.